DOCUMENT RESUME

ED 148 796 SP 012 057

AUTHOR Templin, Thomas J.
TITLE Understanding Life Within Physical Education: An Ethnographic Approach.
PUB DATE 21 Jan 78
NOTE 25p.; Paper presented at the Mid-America College and University Physical Education Conference, General Program (Chicago, Illinois, January 21, 1978)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Classroom Observation Techniques; *College Instruction; *Instructional Improvement; *Interaction Process Analysis; *Physical Education
IDENTIFIERS Behavior Analysis; *Ethnography

ABSTRACT

The author discusses the role that ethnography can play in understanding interaction processes in physical education classrooms, with the aim being improvement of instructional techniques. The characteristics of ethnography are described as: (1) dealing solely with action-watching and analyzing the things people say and do; (2) dealing with action directly--through the use of human instrumentation, with one's own eyes and ears, and/or through the use of technical hardware, with video-tapes or audio-tapes; and (3) dealing with a particular place within a particular context. Several illustrative examples of using ethnographic methods to improve university instruction are given. (MJB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148796

UNDERSTANDING LIFE WITHIN PHYSICAL EDUCATION: AN ETHNOGRAPHIC APPROACH

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Thomas J. Templin
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Thomas J. Templin
PURDUE UNIVERSITY
WEST LAFAYETTE, INDIANA

Paper Presented at:

The Mid-America College and University
Physical Education Conference:
The General Program - January 21, 1978
Chicago, Illinois

SP012 057

UNDERSTANDING LIFE WITHIN PHYSICAL EDUCATION:
AN ETHNOGRAPHIC APPROACH

As anthropologist Frederick Gearing states, "Any person who is to become a participant in recurring events enters as a newcomer and later becomes an old hand. What transpires in between - the face-to-face interchanges which transform the newcomer into an "old hand" may look like instruction or may more resemble on-the-job training; but is, in whatever form, education."

Whether entering the university setting, those persons involved within physical education instruction, as well, enter as newcomers; participate in routine events, and are transformed into old hands. These individuals also may become educated.

Within such a metamorphasis, those events, which regularly unfold, may greatly influence the individual to assume a certain disposition or teaching role. Over a period of time, they may appear quite similar to one's colleagues. Such has been the case in occupational socialization studies of teachers. For example, the teacher is influenced by those significant events and "significant other" people who lead the teacher to becoming the "old hand."

From this it would seem to follow, that administrators, supervisors, and teachers cannot adequately comprehend the socialization process without examination of the events or "significant others" to which the transformation may be attributed.

This presentation will focus upon behavioral events and with an anthropological approach which provides the description and ultimate analysis of behavior. Specifically, ETHNOGRAPHY is an observational procedure which not only reveals how one becomes the "old hand" but a process which may also reveal the social systems operating within various physical education settings. It is a process which may aid the physical educator in the assessment of others, or it may be used in self-assessment as will be illustrated.

Traditionally, educators and other researchers have employed statistical and survey techniques in looking at schooling. For example, the development of observation schedules for classroom interactional analyses has a long history in educational research, but has become increasingly popular in recent years. Simon and Boyer (1969) as well as Rosenshine and Furst (1973) describe 79 observational methods available to the researcher. Although descriptive analytic systems may differ in many ways, they tend to share certain common features. For example, they tend to be universal systems which code teacher and student behavior into one of many available categories of behavior. Such systems have been successfully and reliably used for studying demographic characteristics of classroom life, understanding teacher-class verbal interactions, gathering information about pedagogical strategies, and in training teachers to examine their teaching behavior in the classroom.

Such systems have been documented within physical education studies (Anderson, 1971) but there appears to be a lag in published descriptive analytic research.

I would like to share with you the ethnographic form of observation which again may be used by the administrator, supervisor, or teacher in both quantitative and/or qualitative description and analysis of teaching behavior. This anthropological approach has been used for over a century by anthropologist and as (Wolcott, 1974) states, "ethnographic data can provide careful description and analysis of what is going on in school .... about what really goes on as opposed to what we would like to go on."

In the ethnographic tradition of Malinowski then, ethnographies of the university physical education setting become the descriptive data base for the comparative study of physical education. As such, the detailed description of the day-to-day life in physical education becomes fundamentally important. An ethnographic approach to schooling would take the reader into the physical education setting in order to describe and better understand the way of life going on there. This approach may further contribute to one's understanding of how the teacher is socialized towards becoming an "old hand." As stated previously, traditional educators and other researchers have employed statistical and survey techniques in looking at schooling. Only recently have educators begun looking at anthropology and using anthropological methodologies in their studies (Johnson, 1976).

Thus, as Wolcott (IBID) again says, "Any ethnography is a picture of the members of some social group seen in the context in which that life is lived. The ethnographic account ought to answer the question, "What is going on here?", so that an outsider might, at least theoretically, be able to join the group and know how to act as one of its members."

Thus, to do ethnography in some place is to watch and take note of the commonplace things people say and do in that place. It is also to identify those commonplace behaviors or sequences of behavior of often remarkable regularity and most common interest. (Diagram #1).

Ethnography has three principle features.

1. It deals solely with action - watching and analyzing the things people say and do.
2. It deals with actions DIRECTLY - through the use of the human instrumentation with one's own eyes and ears or through the use of hardware, with videotapes, tape recorders.
3. One will be in some particular PLACE within a particular CONTEXT.

Ethnographers have traditionally presented anecdotal accounts of cultures with little use of quantitative documentation or analysis. However, the importance of obtaining objective analyses have moved anthropologists toward the process of "counting." (Pelto, 1970). The following example illustrates the use of ethnographic self-assessment and the use of ethnographic coding schedules in quantifying behavior.

Bill Jones, a seemingly intelligent, humanistic, teaching assistant, knows that the life chances of his students within his elementary physical education class at the university are grim, but he believes that the class might improve this prospect. It is obvious to all who knows him that Bill is a good teacher. Bill realizes that one of the most important things he can do for his students is to make his class a place where imaginative thinking is promoted, and where, especially the students' capacity for hard critical thinking is cultivated. He tries to create frequent opportunities for the students to present their thoughts in class discussion. More specifically, he tries to keep improving what he takes to be an especially critical element in structuring classroom discussion; namely, the way he asks questions, what questions he asks, when he asks them, and of whom he asks them.

But Bill was concerned, because his discussions seem to be lacking as student participation appeared limited. So Bill sought advice from his university supervisor.

The university supervisor, skilled in ethnographic procedures, explained the procedure and suggested that Bill make an attempt at ethnographic self-analysis by, first, tape recording his class sessions and then analyzing the events which take place. So Bill checked out a tape recorder and taped one of his class presentations. The class was in the process of studying movement education; in particular, the elements of time, space, and body awareness.

After taping one class, Bill listened to the tape in order to uncover and gain an awareness of the process of questioning that he utilized. (Diagram #2). He asked how many questions were asked and how many did the student answer correctly and incorrectly? How many were unanswered?

Bill proceeded to answer the questions through the development of simple coding. A slash (/) represented a teacher question, a plus (+) a correct student response, a minus (-) for an incorrect response, and a zero (0) for an audible response. (Diagram #3).

The result showed that he had asked 38 questions, twenty of which were answered correctly, two were answered incorrectly, and sixteen were never answered. Thus, to Bill's amazement, nearly half of the questions received no reply. He asked, "What is happening here?" He wondered whether or not the questions posed were too difficult for the students. And, thus, a day later, Bill returned to the tape for a further analysis in terms of the nature of the questions posed.

Tom then coded questions in terms of those being complex questions calling for analytical thinking versus simple questions which required unadorned recall or opinion based on personal experience. (Diagram #4). He discovered the following: 27 simple questions were posed while eleven complex questions given. Of the 27, sixteen responses were made, 14 correctly and two incorrectly. 11 non-response to the simple questions were discovered. Of the 11 complex questions, six correct responses were coded while no incorrect responses were perceived. Five non-responses were coded.

So, Bill remained perplexed. Apparently, question complexity wasn't the problem. Thus, he presented three possibilities: (Diagram #5).

1. The students must be lazy.
2. The students are hard of hearing.
3. The students don't think Bill expects an answer.

Knowing that Purdue students are neither lazy or hard of hearing, Bill set out to explore the final explanation which he also doubted. Returning to the tape, Bill soon discovered the real picture he presented to his class. Like the wind in Chicago, Bill discovered NO STOPS between his questions and the opportunity for student responce. He provided little time for student response and, consequently, the tape revealed little SILENCE, rather constant talking which was mostly his own.

Thus, Bill was disturbed, yet relieved. He discovered a way to possibly improve his discussion sections. He could slow down and await student response.

As all good stories end, four weeks later, Bill examined his discussions once again and again at the end of the semester. In both analyses, he discovered that the problem had been resolved. A seemingly harmful behavioral routine had not been established. He was on his way to becoming an "old hand," in this case, through ethnographic self-assessment as introduced to him by his supervisor. Thus, as Gearing states, this illustration "rather resembles the way any alert person lives. Such a person keeps his eyes and ears open and copes." Doing ethnography is in fact like living alertly, but it is more.

Ethnography is a discipline, and what a discipline does is to protect its practitioners from at least some of the errors which occur when judgment and thought are rushed. Ethnography provides protection in two ways that help prevent one's attention and thought from drifting away from the central task; namely, seeking to identify certain routines which are going on in your place, one of which embodies one's initial concern. The built in protections are, first, an exact procedure for <u>mapping</u> those routines. This involves phrasing and rephrasing the right kinds of questions and assembling their answers as was illustrated. The final answers to those questions come from the second-built in protection, an exact procedure for designing and using <u>ethnographic schedules</u>, a special instrument which virtually guarantees that, if a routine is in fact unfolding in a place, it will be seen.

Thus, as introduced and explained by Bill's supervisor, and as outlined in the document "On Observing Well" (Gearing, et al, 1975), the basic form of ethnography involves three main steps. (Diagram #6). First, one selects some professional concern and writes it down. Then one restates the concern as in actions, wherein you write down more exactly what you are concerned about. For instance, some specified actors performing some specified behaviors in some specified context.

Secondly, one will then do ethnography. One will provisionally map some routine of which the action of concern is possibly a part, then one watches his actions as they occur in their normal course, analyze the resulting information, remap the same routine in whatever modified form one sees it, watches again, analyzes again, and so on, around the circle. At appropriate point you will design and use schedules to confirm the existence of all routines. The final product is a mapping of routines which bear on your initial concern. Ethnography then ends with an assessment of the routines as a plan for possible action by you by which the frequency of one routine may be reduced, of another increased.

Third, ethnography ended, one evaluates the plan as it bears on his or others professional goals, professional preparation, personal morality, and perhaps the political realities of a situation. Then one begins to act and through further observation, monitor his actions and their results, most often by using the ethnographic schedules one already has on hand.

When looking at ethnography in yet another form, the illustration of Bill's problem may also be examined through the specific documentation of classroom interaction. Specifically, through the use of "hardware" or a non-participant observer, behavior is documented in the form of description narration. That is, a class is either video-taped or directly observed by someone other than the teacher and descriptive narrations of classroom life are documented. Again, on the basis of the narrative account, one constructs a mapping of routines through the phrasing and rephrasing and answering of questions about routines. Then, as before, one further examines behavior through the use of ethnographic schedules. The results are then evaluated as in terms of one's professional goals, values, or political realities of a given setting.

Using the discussion example, a documented narration derived from human instrumentation or technical hardware may be illustrated. (Diagram #7). <u>DO NOT READ</u>.

"The teacher, dressed in a brown corduroy jacket and red pants pants, stood behind a lecturn as the class began. The class was seated in five rows with six students in a row. The teacher stood in front of the class reading over his notes, then he looked up and asked, "Who can name the four basic factors on which all basic movement is studied as described by Schurr?" Immediately, five students (Joe, Cindy, Ray, Sue, and Connie) raised their hands. The instructor called on Cindy, seated directly in the front of the teacher to respond. Cindy said, "Qualities

of Movement, Space, Body Actions, and Relationships." "Excellent," responded the instructor, who then asked, "Can someone describe what 'Qualities of Movement' means?" The teacher glanced around the room and then responded, "'Qualities of Movement' deals with the performance of skills as the body adjusts to such factor as time, patterns, and flow - all being dependent upon the purpose of movement."

Such a hypothetical example illustrates a discussion scene documented through the use of a video-tape machine or direct human observation from which ethnographic schedules may be derived. In addition to attaining such information as illustrated previously, other information such as "central participants" or the zones to which teacher communication is transmitted may be derived.

When looking at ethnography in, yet another way, a specific concern may or may not evoke description of an event. Description may simply originate from the administrator's routine assessment of his or her faculty, from the supervisors' scheduled observation of teaching assistants, or from one's own interest in the behavioral routines which take place in the university classroom.

Furthermore, analyses may take a purely qualitative form as will be illustrated. For example, here is the description of a hypothetical event in which a teaching assistant is observed while teaching a trampoline activity to a university service class. (Diagram #8).

"The students, standing around the trampoline obseved a fellow classmate as he demonstrated a trampoline routine. The students, dressed in a variety of activity clothing,served as spotters as the teaching assistant commanded the student to perform specific tasks selected only by him. *

The student spotters talked freely with one another until suddenly the teaching assistant said, "Yeh, come on , cut the talking and pay attention to what I say and to your job as spotters. We can't have any fooling around while we learn this activity." The students stood silent as they listened along with the girl on the trampoline, and after the teacher commanded the trial to resume, the spotters remained silent. A couple of female students looked at each other and grinned as one male student shook his head as if non-verbally denouncing the teaching assistant's reprimand.

The initial performer stopped and the "T.A." directed another student to perform. This student, a heavy set male, climbed on to the trampoline and the teaching assistant again directed the student to perform certain stunts.

* informant

The teaching assistant then commanded the student to do a "Front-Drop" yet the student refused. He responded, "No way!" The teaching assistant then sharply told the student, "You better try it because you'll have to do it on the test."

The rest of the class stood motionless as this exchange took place. As the teaching assistant completed his statement, the student jumped off the trampoline, made a gesture with his hand to the teacher, and stomped out of the room. The teaching assistant shrugged his shoulders and directed another student to get on the tramp ..."

This narration of a portion of a class may be analyzed through the mapping of routines and the development of ethnographic schedules as described earlier. However, the administrator, supervisor, or teacher may choose to qualitatively assess the narration. Initially, specific core experiences may be identified in revealing seemingly significant data. For instance, Suransky (personal communication, 1977) and Cooper (personal communication, 1977) use this term to represent those classes of things, persons, and events which stand out as particularly significant to the teaching process and when compared to data collected at other points in time, may reveal the regularity and nature of specific behaviors.

These core experiences are then linked together or examined in terms of emergent thematic patterns of behavior. Simply stated, they may reveal routines or commonplace behavioral patterns representative of the newcomers transformation into the old hand. Such themes may represent the established routine of the veteran.

Hence, the sequence of "core experiences" may be identified as perceived by this analyst. (Diagram #9).

_____ Student spotters
_____ Teaching assistant commands specific tasks
_____ Students talk freely
_____ "Cut the talking"
_____ "Pay attention"
_____ "Can't fool around"
_____ Student silent
_____ Students grin - shake head
_____ T.A. directs another student
_____ T.A. directs stunts to be performed
_____ T.A. commands student to "Front-Drop"

_____ Student refused "No way"

_____ T.A. responds "You better try"

_____ Class motionless

_____ Student jumps, gestures, stomps out

_____ T.A. shrugs, commands

These events with certain actors displaying certain behavior in a specific context seem to reveal the following themes: (Diagram #10)

THE EXISTENCE OF RULES AND REGULATIONS

_____ where to stand during activity (specified location)

_____ students silent

THE EXISTENCE OF TEACHER EXPECTATIONS OR EXHORTATIONS

_____ No talking during performance

_____ Pay attention during performance

_____ Don't fool around during performance

_____ "You better try it"

THE EXISTENCE OF COMMAND STYLE OF TEACHING

_____ Teaching assistant commands - directs

_____ Teacher selection of activity - stunts

THE EXISTENCE OF STUDENT DISPLEASURE

_____ Students grin - shake head

_____ Student jumps off tramp, gestures, stomps out

(Diagram #11) From these themes, the ESSENCE of the narration may unfold and be generalized. Comparisons to other data may be made. The themes past illustrated seem to this speaker to represent the essence of life as demonstrated by this particular teaching assistant within his specific setting. Specifically, the "T.A.'s" AUTHORITY and POWER over his students. This authority appears to be characteristic of a custodial approach to teaching in which the teacher doesn't relinquish his authority whatsoever. Furthermore, with the exception of some student protest, this illustration represents the OBEDIENCE and CONFORMITY of the majority of the students. In essence, the teaching assistant dictates how life is to be. The student has little say in the determination of how schooling is to proceed.

Thus, although additional and more specific guidelines or procedures assisting one in the development of micro-ethnographies have not been presented, hopefully from the general overview and examples given to illustrate the process, one may explore its use within the university setting.

As has been illustrated, ethnography may, through the development of ethnographic schedules, produce quantitative data for analysis. As well, ethnography may also be solely dealt with in a qualitative sense. In either case, the teacher, supervisor, or administrator may again gain insight into the people (perhaps, themselves) and events taking place within the university physical education context.

In essence then those people involved with the university physical education setting, whether they be administrators, or professors, responsible for the assessment of teaching may become the social anthropologists of physical education. Through the description and analyses of behavior derived through a particular concern, one's professional responsibilities, or one's alertness, perhaps, one may better understand what really goes on in his particular setting. Again this cyclical process may provide the administrator, supervisor, or teacher with data enabling him to assess behavior as it may bear on professional aims and objectives, in-service preparation, professional preparation of graduates and undergraduate students, personal value systems, or the social or political reality of specific teaching situations at the university.

Perhaps through the presentation and examination of the ethnographic picture, one may uncover behavior that has been demonstrated rather unconsciously by the actor. One may ask, "Does one really know how one behaves?" Can the person paint a picture of his own behavior? Is one willing to allow others to design behavorial portraits of one's behavior?

If you are willing to explore and understand your world, examine this process further. Perhaps the prospects for change lie in our willingness to become the social anthropologists who explore life as it really is within physical education.

BIBLIOGRAPHY

Anderson, W. "Descriptive - Analytic Research on Teaching." Quest, 1971 15, 1-8.

Gearing, F. and W. Hughes. On Observing Well: Self Instruction in Ethnographic Observation for Teachers, Principals, and Supervisor. Project in Ethnography in Education. U.S. OFFICE OF EDUCATION. Project No. 0-70-2052. 1975.

Johnson, N. B. An Ethnographic and Longitudinal Methodology for the Description and Illustration of Schooling as Cultural Transmission. Unpublished Ph.D. Dissertation. University of Michigan, 1976.

Rosenshine, B. and N. Furst. "The Use of Direct Observation to Study Teaching" in R. W. Travers (Ed.). Second Handbook of Research on Teaching. Chicago: Rand-McNally, 1973. pp. 122-183.

Pelto, R. Anthropological Research. Harper and Row, 1970. pp 154-174.

Simon, A. and E. Boyer. (Eds.) Mirrors for Behavior: An Anthology of Classroom Observation - Instruments. Supplemention Volumes A and B. Research for Better Schools, 1970.

Wolcott, H. "Interview," in Looking at School Ethnography, Boulder, Colorado. ERIC for Social Studies and Social Science Education. 1974.

DIAGRAM 1

ETHNOGRAPHY

1. DEALS SOLELY WITH ACTION - WATCHING AND ANALYZING THE THINGS PEOPLE SAY AND DO.

2. DEALS WITH ACTION DIRECTLY - THROUGH THE USE OF HUMAN INSTRUMENTATION, WITH ONE'S OWN EYES AND EARS AND/OR THROUGH THE USE OF TECHNICAL HARDWARE, WITH VIDEO-TAPES, AUDIO-TAPES.

3. DEALS WITH A PARTICULAR PLACE WITHIN A PARTICULAR CONTEXT.

DIAGRAM 2

CLASS DISCUSSION

QUESTIONS POSED

1. HOW MANY QUESTIONS WERE ASKED?
2. HOW MANY WERE ANSWERED CORRECTLY?
3. HOW MANY WERE ANSWERED INCORRECTLY?
4. HOW MANY WERE LEFT UNANSWERED?

ETHNOGRAPHIC CODE

SYMBOL		MEANING
/	=	TEACHER QUESTION
+	=	CORRECT RESPONSE
-	=	INCORRECT RESPONSE
0	=	NO AUDIBLE RESPONSE

DIAGRAM 3

DISCUSSION QUESTION RESULTS

QUESTIONS POSED	38
QUESTIONS ANSWERED CORRECTLY	20
QUESTIONS ANSWERED INCORRECTLY	2
QUESTIONS LEFT UNANSWERED	16

DIAGRAM 4

WHAT'S HAPPENING HERE?

SIMPLE QUESTIONS -versus- COMPLEX QUESTIONS

RESULTS

SIMPLE		COMPLEX
27	Total number asked	11
6	Correct responses	14
0	Incorrect responses	2
5	Non-responses	11

DIAGRAM 5

POSSIBILITIES

1. THE STUDENTS MUST BE LAZY

2. THE STUDENTS MUST BE HARD OF HEARING

3. THE STUDENTS DON'T THINK THE TEACHER EXPECTS AN ANSWER

DIAGRAM 6

ETHNOGRAPHY

DISCOVERING WHAT REGULARLY GOES ON IN SOME PLACE

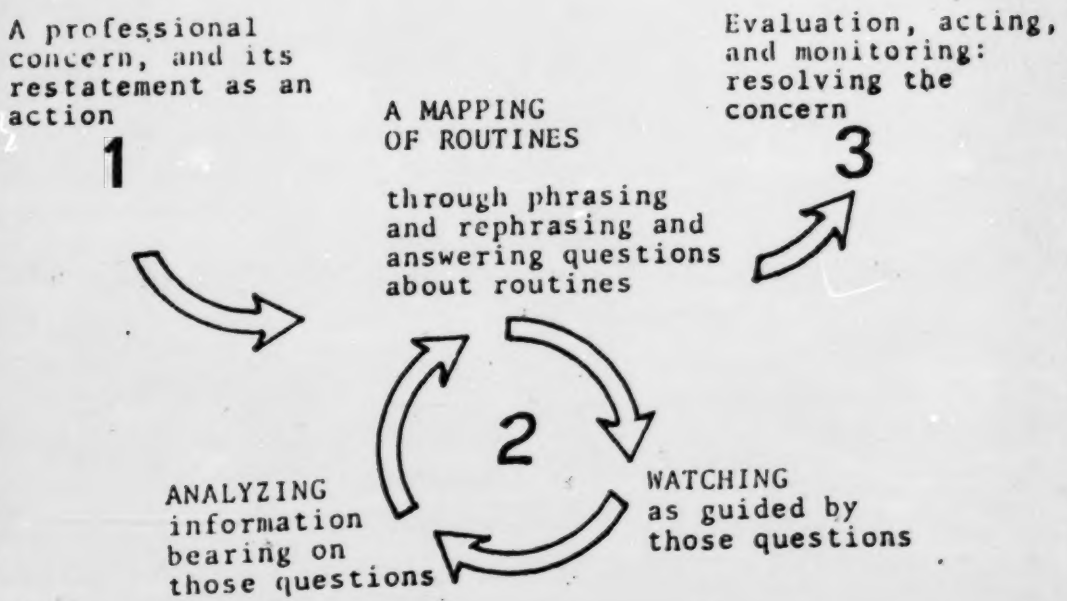
A professional concern, and its restatement as an action
1
A MAPPING OF ROUTINES
through phrasing and rephrasing and answering questions about routines
Evaluation, acting, and monitoring: resolving the concern
3
2
WATCHING as guided by those questions
ANALYZING information bearing on those questions

DIAGRAM 7

DISCUSSION NARRATION

THE TEACHER, DRESSED IN A BROWN CORDUROY JACKET AND RED PANTS, STOOD BEHIND A LECTURN AS THE CLASS BEGAN. THE CLASS WAS SEATED IN FIVE ROWS WITH SIX STUDENTS IN A ROW. THE TEACHER STOOD IN FRONT OF THE CLASS READING OVER HIS NOTES, THEN HE LOOKED UP AND ASKED: "WHO CAN NAME THE FOUR BASIC FACTORS ON WHICH ALL BASIC MOVEMENT IS STUDIED AS DESCRIBED BY SCHURR?"

IMMEDIATELY, FIVE STUDENTS (JOE, CINDY, RAY, SUE, AND CONNIE) RAISED THEIR HANDS. THE INSTRUCTOR CALLED ON CINDY, SEATED DIRECTLY IN THE FRONT OF THE TEACHER TO RESPOND. CINDY SAID: "QUALITIES OF MOVEMENT, SPACE, BODY ACTIONS, AND RELATIONSHIPS."

"EXCELLENT," RESPONDED THE INSTRUCTOR WHO THEN ASKED: "CAN SOMEONE DESCRIBE WHAT 'QUALITIES OF MOVEMENT' MEANS?" THE TEACHER GLANCED AROUND THE ROOM AND THEN RESPONDED: " 'QUALITIES OF MOVEMENT' DEALS WITH THE PERFORMANCE OF SKILLS AS THE BODY ADJUSTS TO SUCH FACTOR AS TIME, PATTERNS, AND FLOW - ALL BEING DEPENDENT UPON THE PURPOSE OF MOVEMENT."

DIAGRAM 8

TRAMPOLINE ACTIVITY

THE STUDENTS, STANDING AROUND THE TRAMPOLINE OBSERVED A FELLOW CLASSMATE AS HE DEMONSTRATED A TRAMPOLINE ROUTINE. THE STUDENTS, DRESSED IN A VARIETY OF ACTIVITY CLOTHING, SERVED AS SPOTTERS AS THE TEACHING ASSISTANT COMMANDED THE STUDENT TO PERFORM SPECIFIC TASKS SELECTED ONLY BY HIM. THE STUDENT SPOTTERS TALKED FREELY WITH ONE ANOTHER UNTIL SUDDENLY THE TEACHING ASSISTANT SAID, "YEH, COME ON, CUT THE TALKING AND PAY ATTENTION TO WHAT I SAY AND TO YOUR JOB AS SPOTTERS. WE CAN'T HAVE ANY FOOLING AROUND WHILE WE LEARN THIS ACTIVITY." THE STUDENTS STOOD SILENT AS THEY LISTENED ALONG WITH THE GIRL ON THE TRAMPOLINE AND AFTER THE TEACHER COMMANDED THE TRIAL TO RESUME, THE SPOTTERS REMAINED SILENT. A COUPLE OF FEMALE STUDENTS LOOKED AT EACH OTHER AND GRINNED AS ONE MALE STUDENT SHOOK HIS HEAD AS IF NON-VERBALLY DENOUNCING THE TEACHING ASSISTANT'S REPRIMAND. THE INITIAL PERFORMER STOPPED AND THE "T.A." DIRECTED ANOTHER STUDENT TO PERFORM. THIS STUDENT, A HEAVY SET MALE, CLIMBED ON TO THE TRAMPOLINE AND THE TEACHING ASSISTANT AGAIN DIRECTED THE STUDENT TO PERFORM CERTAIN STUNTS. THE TEACHING ASSISTANT THEN COMMANDED THE STUDENT TO DO A "FRONT DROP" YET THE STUDENT REFUSED. HE RESPONDED, "NO WAY!" THE TEACHING ASSISTANT THEN SHARPLY TOLD THE STUDENT, "YOU BETTER TRY IT BECAUSE YOU'LL HAVE TO DO IT ON THE TEST." THE REST OF THE CLASS STOOD MOTIONLESS AS THIS EXCHANGE TOOK PLACE. AS THE TEACHING ASSISTANT COMPLETED HIS STATEMENT, THE STUDENT JUMPED OFF THE TRAMPOLINE, MADE A GESTURE WITH HIS HAND TO THE TEACHER, AND STOMPED OUT OF THE ROOM. THE TEACHING ASSISTANT SHRUGGED HIS SHOULDERS AND DIRECTED ANOTHER STUDENT TO GET ON THE TRAMP...."

DIAGRAM 9

CORE EXPERIENCES

_____ STUDENT SPOTTERS

_____ TEACHING ASSISTANT COMMANDS SPECIFIC TASKS

_____ STUDENTS TALK FREELY

_____ "CUT THE TALKING"

_____ "PAY ATTENTION"

_____ "CAN'T FOOL AROUND"

_____ STUDENT SILENT

_____ STUDENTS GRIN - SHAKE HEAD

_____ T.A. DIRECTS ANOTHER STUDENT

_____ T.A. DIRECTS STUNTS TO BE PERFORMED

_____ T.A. COMMANDS STUDENT TO "FRONT DROP"

_____ STUDENT REFUSED "NO WAY"

_____ T.A. RESPONDS "YOU BETTER TRY"

_____ CLASS MOTIONLESS

_____ STUDENT JUMPS, GESTURES, STOMPS OUT

_____ T.A. SHRUGS, COMMANDS

DIAGRAM 10

THEMES

THE EXISTENCE OF RULES AND REGULATIONS

_____ WHERE TO STAND DURING ACTIVITY (SPECIFIED LOCATION)

_____ STUDENTS SILENT

THE EXISTENCE OF TEACHER EXPECTATIONS OR EXHORTATIONS

_____ NO TALKING DURING PERFORMANCE

_____ PAY ATTENTION DURING PERFORMANCE

_____ DON'T FOOL AROUND DURING PERFORMANCE

_____ "YOU BETTER TRY IT"

THE EXISTENCE OF COMMAND STYLE OF TEACHING

_____ TEACHING ASSISTANT COMMANDS - DIRECTS

_____ TEACHER SELECTION OF ACTIVITY - STUNTS

THE EXISTENCE OF STUDENT DISPLEASURE

_____ STUDENTS GRIN - SHAKE HEAD

_____ STUDENT JUMPS OFF TRAMP, GESTURES, STOMPS OUT

DIAGRAM 11

CORE EXPERIENCES

_____ STUDENT SPOTTERS

_____ TEACHING ASSISTANT COMMANDS SPECIFIC TASKS

_____ STUDENTS TALK FREELY

_____ "CUT THE TALKING"

_____ "PAY ATTENTION"

_____ "CAN'T FOOL AROUND"

_____ STUDENT SILENT

_____ STUDENTS GRIN - SHAKE HEAD

_____ T.A. DIRECTS ANOTHER STUDENT

_____ T.A. DIRECTS STUNTS TO BE PERFORMED

_____ T.A. COMMANDS STUDENT TO "FRONT DROP"

_____ STUDENT REFUSED "NO WAY"

_____ T.A. RESPONDS "YOU BETTER TRY"

_____ CLASS MOTIONLESS

_____ STUDENT JUMPS, GESTURES, STOMPS OUT

_____ T.A. SHRUGS, COMMANDS

THEMES

THE EXISTENCE OF RULES AND REGULATIONS

_____ where to stand (specified location)

_____ students silent

EXISTENCE OF TEACHER EXPECTATIONS OR EXHORTATIONS

_____ no talking during performance

_____ pay attention during performance

_____ don't fool around during performance

_____ "you better try it"

EXISTENCE OF COMMAND STYLE OF TEACHING

_____ teaching assistant commands - directs

_____ teacher selection of activity - stunts

EXISTENCE OF STUDENT DISPLEASURE

_____ students grin - shake head

_____ student jumps off tramp, gestures, stomps out

ESSENCE

TEACHER AUTHORITY
and
STUDENT CONFORMITY
and
OBEIDIENCE